

Westminster International School Programme of Inquiry.

CYCLE A

Age	An inquiry into: Who we are	An inquiry into: Where we are in place and time	An inquiry into: How we express ourselves	An inquiry into: How the world works	An inquiry into: How we organise ourselves	An inquiry into: Sharing the planet
Early Years (3 – 4) Cycle A	An inquiry into the nature of the self, beliefs and values, personal, physical, mental, social and spiritual health, human relationships including families, friends, communities, and cultures, rights and responsibilities, what it means to be human.	An inquiry into place and time, personal histories, homes and journeys, the discoveries, explorations and migrations of humankind, the relationship between and the interconnectedness of individuals and civilisations, from local and global perspectives.	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on human kind and the environment.	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
	<p>Central Idea:</p> <p>Every day I learn more about who I am, what I can do and the people around me.</p> <p>Key concepts: form, function, connection</p> <p>Related concepts: Personal characteristics, abilities, similarities & differences, identity</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Who I am & What I like • How I am the same & different from others • The things I can do & the things I want to do 		<p>Central Idea:</p> <p>We develop ideas through independent and cooperative creative play.</p> <p>Key concepts: function, perspective, connection</p> <p>Related concepts: cooperation, roles, the creative cycle</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Developing ideas through creative play • Expressing ourselves through play • Imaginative use of everyday materials 	<p>Central Idea:</p> <p>The Earth's natural cycles influence the activity of living things.</p> <p>Key concepts: causation, change, connection</p> <p>Related concepts: Cycles, interaction, pattern</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Natural cycles (day and night, weather patterns, seasons) • Actions people take in response to earth's natural cycles • Patterns of behaviour in living things related to earth's natural cycles 	<p>Central idea:</p> <p>People play different roles in the communities to which we belong.</p> <p>Key concepts: Form, function, responsibility</p> <p>Related concepts: community, rules, interaction</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Various communities we belong to • Roles of people who are part of our communities • How communities are organised 	

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	<p>Central idea: People’s relationships with each other can have impact on well-being</p> <p>Key concepts: Function, connection, form</p> <p>Related concepts: Cooperation, friendship, balance</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • How we develop relationships • How relationships affect us • Roles and behaviours within relationships 	<p>Central Idea Interpretation of artefacts contributes to our understanding of people’s history</p> <p>Key concepts: Form, function, reflection</p> <p>Related concepts: Artefacts, history, value</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • How people analyse artefacts • How artefacts contribute to our understanding of the past • Why people keep or discard artefacts 	<p>Central Idea: We can use art work to communicate and express our ideas and feelings.</p> <p>Key concepts: function, perspective, connection</p> <p>Related concepts: Use of Visual Art Techniques, Media and Visual Elements to communicate</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • How visual elements and techniques communicate feelings and ideas • How we can interpret the motivation behind the Artwork of others • The creative process 	<p>Central Idea: All living things go through a process of change</p> <p>Key concepts: Causation, change, connection</p> <p>Related concepts: Cycles, transformation, similarities and differences</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Patterns of growth • How living things change over a lifetime • Factors that can influence life cycles 	<p>Central Idea: Many products go through a process of change before they are consumed or used</p> <p>Key concepts: change, connection, responsibility</p> <p>Related concepts: components, process, choice</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Origins of products • Changes products go through • Distribution of products • How people select the products they use 	<p>Central Idea: People interact with, use and value local environments in different ways.</p> <p>Key concepts: causation, perspective, responsibility</p> <p>Related concepts: conservation, development, interdependence</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> • Natural and human-made elements of local environments • How local environments addresses people’s needs • How natural spaces are valued in the local environment

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	<p>Central Idea: Choices of role models reflect the beliefs and values of individuals and societies.</p> <p>Key concepts: causation, perspective, reflection</p> <p>Related concepts: Identity, peer pressure, opinion</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • What determines our beliefs and values • How and why role models are chosen • Influence of role models on our choices and actions 	<p>Central idea The Earth's physical geography has an impact on human interactions and settlements</p> <p>Key Concepts: form, causation, connection</p> <p>Related concepts: geography, settlement, modification</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Variability of physical geography around the world • The relationship between location and settlement • Impact of human interaction on the physical environment 	<p>Central Idea: Through the arts people use different forms of expression to convey their uniqueness as human beings.</p> <p>Key concepts: function, perspective, reflection</p> <p>Related concepts: Perception, self-expression</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • The diverse ways in which people express themselves • How everyone can express their uniqueness through the arts • The role of art in culture and society 	<p>Central Idea: People apply their understanding of forces and energy to invent and create</p> <p>Key concepts: form, function, causation</p> <p>Related concepts: Ingenuity, technology, energy, forces</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Inventions that impact peoples' lives • How circumstances lead to the creation of important inventions • How understanding forces and energy helps inventors 	<p>Central idea Physical and virtual spaces provide people with opportunities to make connections and establish a sense of community.</p> <p>Key Concepts: function, connection, responsibility</p> <p>Related concepts: community, environment, participation, access</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Purpose of public spaces • Characteristics of different public spaces • How people use public spaces 	<p>Central idea When interacting with natural habitats, humans make choices that have an impact on other living things.</p> <p>Key concepts: causation, change, responsibility</p> <p>Related concepts: Habitat, interdependence, behavioural adaptations, diversity</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Balance between rights and responsibilities when interacting with natural habitats • Human impact on natural habitats • How ways living things respond to changing environmental conditions

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Year4/ Year 5 (9 - 10) Cycle A	An inquiry into the nature of the self, beliefs and values, personal, physical, mental, social and spiritual health, human relationships including families, friends, communities, and cultures, rights and responsibilities, what it means to be human.	An inquiry into place and time, personal histories, homes and journeys, the discoveries, explorations and migrations of humankind, the relationship between and the interconnectedness of individuals and civilisations, from local and global perspectives.	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on human kind and the environment.	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
	<p>Central Idea Systems that define beliefs and values offer explanations about the world around us and what it means to be human.</p> <p>Key concepts: Form, perspective, reflection</p> <p>Related concepts: diversity, perception, commitment</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Similarities and differences between belief systems (secular and faith-based) • How belief systems contribute to the formation and actions of communities • The impact of spiritual traditions on society 	<p>Central Idea: Exploration leads to discovery and opportunities and new understandings.</p> <p>Key concepts: causation, perspective, reflection</p> <p>Related concepts: Impact, navigation, colonialism, power</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Reasons for exploration (historical and personal) • How explorations have taken place throughout time • The consequences of exploration 	<p>Central Idea: People can create or manipulate messages to target specific audiences.</p> <p>Key concepts: function, perspective, reflection</p> <p>Related concepts: Media, advertising, propaganda</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • How images, text and music are used to influence behaviour of target audiences • Critical evaluation of messages presented in the media • How people respond to messages 	<p>Central Idea Energy may be converted, transformed and used to support human progress.</p> <p>Key concepts: form, causation, responsibility</p> <p>Related concepts: Conservations, transformation</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Different forms of energy sources (renewable and non-renewable) • How energy is used (transformation) • Sustainable energy practices 	<p>Central Idea: Economic activity relies on systems of production, exchange and consumption of goods and services.</p> <p>Key concepts: function, connection, responsibility</p> <p>Related concepts: Supply and demand, production, distribution, consumption, export and import, trade, poverty, wealth, Interdependence, inequality, fair trade</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • The role of supply and demand • The distribution of goods and services • Our responsibility as consumers 	<p>Central idea Children worldwide encounter arrange of challenges, risks and opportunities.</p> <p>Key concepts Form, perspective, reflection</p> <p>Related concepts: Equality, rights, resilience, health</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Challenges, risks and opportunities that children encounter (local and global) • How children respond to challenges, risks & opportunities • Ways in which individuals and organisations work to protect children from risk

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Year 6 (11 - 12) Cycle A	An inquiry into the nature of the self, beliefs and values, personal, physical, mental, social and spiritual health, human relationships including families, friends, communities, and cultures, rights and responsibilities, what it means to be human.	An inquiry into place and time, personal histories, homes and journeys, the discoveries, explorations and migrations of humankind, the relationship between and the interconnectedness of individuals and civilisations, from local and global perspectives.	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on human kind and the environment.	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
	<p>Central idea: Changes that people experience at different stages of their lives affect their evolving sense of self</p> <p>Key concepts: function, change, responsibility</p> <p>Related concepts: maturity, image, well-being, reproduction</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • The physical, social, emotional and intellectual changes that occur throughout life • Factors that contribute to well-being during adolescence • How relationships contribute to our self-concept 	<p>Central Idea: Evidence of past civilisations can be used to make connections to present-day societies.</p> <p>Key concepts: form, change, connection</p> <p>Related concepts: continuity, progress, difference, validity</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Characteristics of civilisations and societies • Connections between past and present • Implications for the future • Processes involved in collecting, analysing and validating evidence 	<p>Central Idea: Creating and responding to art develops understanding of ourselves and the world around us.</p> <p>Key concepts: function, perspective, reflection</p> <p>Related concepts: creativity, perception, bias/interpretation</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • How arts can be a reflection of societal values and issues • The contexts in which artworks were created • How learning about arts develops appreciation • Personal preference in appreciation of arts 	<p>Central idea: Natural materials can undergo changes that may provide challenges and benefits for society and the environment</p> <p>Key concepts: function, change, responsibility</p> <p>Related concepts: sustainability, transformation, industrialisation</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Conditions that cause reversible and irreversible changes in materials • How societies take advantage of the properties of materials • The impact of retrieval, production and the use of materials on the environment 	<p>Central Idea: Digital media changes the way in which people access information and connect to each other.</p> <p>Key concepts: function, causation, connection</p> <p>Related concepts: networks, access, ethics, platform</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • How new digital media is used or organised • Evaluating information • Our responsibility in virtual environments 	<p>Central Idea: Biodiversity relies on maintaining the interdependent balance of organisms within systems</p> <p>Key concepts: causation, connection, responsibility</p> <p>Related concepts: balance, biodiversity, interdependence</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Ways in which ecosystems, biomes and environments are interdependent • How human interaction with the environment can affect the balance of systems • The consequence of imbalance within ecosystems

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CYCLE B

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Early Years (3 – 4) Cycle B	An inquiry into the nature of the self, beliefs and values, personal, physical, mental, social and spiritual health, human relationships including families, friends, communities, and cultures, rights and responsibilities, what it means to be human.	An inquiry into place and time, personal histories, homes and journeys, the discoveries, explorations and migrations of humankind, the relationship between and the interconnectedness of individuals and civilisations, from local and global perspectives.	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on human kind and the environment.	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
	<p>Central Idea: Sharing helps us to play and learn together.</p> <p>Key concepts: form, function, perspective</p> <p>Related concepts: Personal strengths and Personal contribution(s), cooperation, interdependence</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • What I can do • What I can teach someone • Taking turns and sharing materials 	<p>Please Note: Four units of inquiry are required for the Early Years to allow for extended units and emerging inquiries.</p>	<p>Central Idea Stories inform and provoke us and give us pleasure.</p> <p>Key concepts: Function, perspective</p> <p>Related concepts: communication, imagination, structure</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Different kinds of stories • Elements of a story • How we can tell stories • Feelings and emotions that stories provoke 	<p>Central Idea Finding out about the properties of materials helps us understand how they are used.</p> <p>Key concepts: form, function, causation</p> <p>Related concepts: Raw materials, characteristics, classification, properties and uses of materials (solids, liquids)</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Different materials • Characteristics of materials • Uses of materials • The scientific process 	<p>Central idea: Animals and people interact in different ways in different contexts.</p> <p>Key concepts: Connection, perspective, responsibility</p> <p>Related concepts: Classification, producers and consumers, food chains, balance</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • The different roles animals play in people's lives • Sustainability of particular animals for specific functions • Our responsibility for the well-being of animals 	

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	<p>Central Idea: Awareness of our characteristics, abilities and interests informs our learning and development.</p> <p>Key concepts: form, perspective, reflection</p> <p>Related concepts: identity, similarities and differences</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Physical, social and emotional characteristics • Similarities and differences between ourselves and others • Personal abilities and interests 	<p>Central Idea: Homes reflect cultural influences and local conditions.</p> <p>Key concepts: form, connection, perspective</p> <p>Related concepts: Culture, needs, ownership, locality</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • What constitutes a home • The ways homes reflect family values and local culture • Factors that determine where people live 	<p>Central Idea: Celebrations and traditions are expressions of shared beliefs and values.</p> <p>Key concepts: form, connection, perspective</p> <p>Related concepts: beliefs, values, belonging, culture</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Why people celebrate • The features of traditions and celebrations • Symbolic representations of celebrations and traditions • The meaning people assign to celebrations and traditions 	<p>Central Idea: Materials behave and interact in certain ways, which determine how people use them.</p> <p>Key concepts: function, causation, change</p> <p>Related concepts: Behaviour, prediction, innovation</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Behaviour of materials • Changing properties of materials • Manipulation and application of materials to new purposes 	<p>Central Idea: Communities make efforts to create transportation systems that meet their needs.</p> <p>Key concepts: form, function, change</p> <p>Related concepts: Network, technology, sustainability</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Features of transport systems • Decisions involved using transportation • The ways systems of transportation responds to changing needs 	<p>Central Idea Plants sustain life on earth and play a role in our lives.</p> <p>Key concepts: Causation, perspective, responsibility</p> <p>Related concepts: interdependence, appreciation</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Caring for plants • Products we derive from plants • The ways plants contribute to life on Earth

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	<p>Central Idea: The choices people make affect their health and well-being.</p> <p>Key concepts: causation, responsibility, reflection</p> <p>Related concepts: Choice, influence, balance</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • What it means to have a balanced lifestyle • The extent to which the choices we make affect our health • Different sources of information that help us make choices 	<p>Central idea: Learning about previous generations helps us understand the relationship between the past and the present.</p> <p>Key concepts: Causation, change, connection</p> <p>Related concepts: Time, continuity, heritage</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Ways to find out about the past • Aspects of the past that still influence us today • The reasons some behaviours and practices have changed or remained the same over time 	<p>Central Idea: Emotions, feelings and ideas can be expressed through theatrical arts.</p> <p>Key concepts: function, perspective, reflection</p> <p>Related concepts: <u>Dramatic technique</u> – expression (face, body, posture, gesture and vocal). <u>Dramatic form</u> – improvisation, scripted, pantomime, musical, mime, role play, puppetry and skit.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • The means in which theatre is used to express ideas and feelings • The ways dramatic form & dramatic techniques can support communication <p>..The creative process and how it works</p>	<p>Central ideas: The design of buildings and structures is dependent upon environmental factors, human ingenuity, and available materials.</p> <p>Key concepts: Form, function, connection</p> <p>Related concepts: Design, technology, sustainability</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Considerations to take into account when building a structure • The impact of buildings and structures on the environment • Local architecture and its connection with the needs of the community and available materials. 	<p>Central Idea: People create organisations to solve problems and support human endeavour and enterprise.</p> <p>Key concepts: function, connection, responsibility</p> <p>Related concepts: Work, collaboration, entrepreneurship, service</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Purpose of organisations and the reasons people join them • Strategies to problem solve within an organisation • Successfulness of an organisation 	<p>Central Idea: People can make choices to support the sustainability of the Earth's resources</p> <p>Key concepts: Perspective, responsibility, reflection</p> <p>Related concepts: Lifestyle, resources, waste</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Earth's finite and infinite resources • The impact of peoples choices on the environment • The balance of meeting human needs and the use of limited resources

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Age	An inquiry into: Who we are	An inquiry into: Where we are in place and time	An inquiry into: How we express ourselves	An inquiry into: How the world works	An inquiry into: How we organise ourselves	An inquiry into: Sharing the planet
Year 4/ Year 5 (9 - 10) Cycle B	An inquiry into the nature of the self, beliefs and values, personal, physical, mental, social and spiritual health, human relationships including families, friends, communities, and cultures, rights and responsibilities, what it means to be human.	An inquiry into place and time, personal histories, homes and journeys, the discoveries, explorations and migrations of humankind, the relationship between and the interconnectedness of individuals and civilisations, from local and global perspectives.	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on human kind and the environment.	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
	<p>Central idea Understanding different ways of learning enables people to respond to their own learning needs as well as those of others.</p> <p>Key concepts: function, perspective, reflection</p> <p>Related concepts: diversity, motivation</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Learning communities • The means by which people construct knowledge • Different learning styles • The ways learning styles impact on how people engage in a learning community 	<p>Central Idea: A community's response to significant events provides an insight into the history and values of that community.</p> <p>Key concepts: Causation, perspective, responsibility</p> <p>Related concepts: Impact, bias, evidence, truth</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • The ways in which significant events may be recognised, locally and or globally • The way a significant event has an impact on a community <p>..View-points differ about significant events</p>	<p>Central Idea: Throughout history, people have interacted with each other and communicated using arts.</p> <p>Key concepts: Change, connection, perspective</p> <p>Related concepts: Aesthetics, metaphor</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • The means by which people communicate through the arts • The extent by which art forms provide insight and information • The role of the arts in different cultures, places and times • Development of art forms over time 	<p>Central idea: Changes in the Earth and its atmosphere have impacts on the way people live their lives.</p> <p>Key concepts: causation, change, connection</p> <p>Related concepts: Geology, adaptation, weather</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • The degree by which the different components of the earth are interrelated • The reasons why the Earth has changed and is continuing to change • Human response to the Earth's changes 	<p>Central Idea Signs and symbols are part of human-made systems that facilitate local and global communication.</p> <p>Key concepts: form, function, connection</p> <p>Related concepts: culture, media, pattern, access</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Iconography • The ways visual language facilitates communication • Specialized systems of communication 	<p>Central Idea: Reaching a resolution during periods or moments of conflict is influenced by the actions and reactions of all involved.</p> <p>Key concepts: causation, perspective, responsibility</p> <p>Related concepts: Peace, reconciliation, exploitation, grief</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Cause of conflict; local and global • Human rights and equity • Strategies used to resolve conflict • Consequences of resolutions

Westminster International School Programme of Inquiry.

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Year 6 (11 - 12) Cycle B	An inquiry into the nature of the self, beliefs and values, personal, physical, mental, social and spiritual health, human relationships including families, friends, communities, and cultures, rights and responsibilities, what it means to be human.	An inquiry into place and time, personal histories, homes and journeys, the discoveries, explorations and migrations of humankind, the relationship between and the interconnectedness of individuals and civilisations, from local and global perspectives.	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on human kind and the environment.	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
	<p>Central idea: People's cultural background has an impact on their beliefs, values and actions Key concepts: form, connection, perspective Related concepts: interpretation, identity, subjectivity Lines of inquiry:</p> <ul style="list-style-type: none"> • What constitutes culture • How people use different experiences to inform their perspectives • The connections between beliefs & values, & the actions taken in response to them 	<p>Central Idea: Human migration is a response to challenges, risks and opportunities. Key concepts: causation, change, responsibility Related concepts: population, settlement, refugees Lines of Inquiry:</p> <ul style="list-style-type: none"> • The reasons why people migrate • Migration throughout history • Effects of migration on communities, cultures & individuals 	<p>Central Idea: A person's behaviour and how they choose to present themselves project aspects of their identity. Key concepts: change, perspective, reflection Related concepts: identity, status, image, impression Lines of inquiry:</p> <ul style="list-style-type: none"> • How appearance & behaviour influence our perception of others • The influence of cultural & social norms on how we choose to present ourselves <p>..Fashion as a form of expression</p>	<p>Central idea: Understanding of scientific knowledge is constantly evolving and has an impact on people's lives. Key concepts: change, connection, responsibility Related concepts: ingenuity, progress, ethics, sustainability Lines of inquiry:</p> <ul style="list-style-type: none"> • What leads to advances in scientific knowledge & understanding • The role of technology in scientific understanding • The effects of scientific advancement on people & the environment 	<p>Central Idea: Governmental systems influence the lives of citizens. Key concepts: function, perspective, responsibility Related concepts: equality, citizenship, governance, law, politics Lines of inquiry:</p> <ul style="list-style-type: none"> • How government systems function • How decision-making practices reflect human rights • The rights and responsibilities of citizenship 	<p>Central Idea: Distribution of wealth affects communities and individuals' access to equal opportunities. Key concepts: form, causation, function Related concepts: wealth, power, access Lines of inquiry:</p> <ul style="list-style-type: none"> • Relationships between wealth and power • The impact on the distribution of wealth on communities and individuals • Equitable access to resources and opportunities